

Hemingway High

P. O. Drawer 1509
Hemingway, SC 29554

Grades 7-12 Middle School

Enrollment 448 Students

Principal Grady D. Richardson, Jr. 843-558-9413

Superintendent Ralph C. Fennell, Jr. 843-355-5571

Board Chair Mrs. Barbara McKenzie 843-382-3980

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	12	42

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 10 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Below Average	Unsatisfactory	No
2004	Average	Good	Yes
2005	Below Average	Unsatisfactory	Yes
2006	Unsatisfactory	Unsatisfactory	No

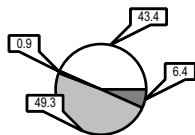
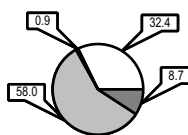
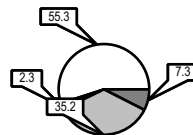
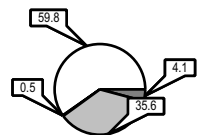
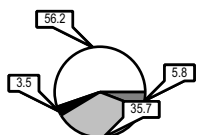
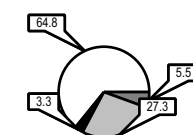
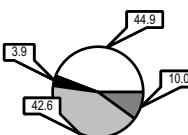
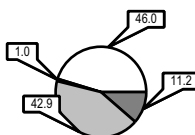
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

N/A

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	83.1	91.9
English 1	42.5	82.3
Biology 1/Applied Biology 2	32.9	38.6
Physical Science	20.1	26.6
All Subjects	38.3	83.6

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	231	99.1	43.0	48.9	6.3	1.8	16.3		
Gender									
Male	112	98.2	54.8	40.4	3.8	1.0	8.7		
Female	119	100.0	32.5	56.4	8.5	2.6	23.1		
Racial/Ethnic Group									
White	31	100.0	46.4	32.1	21.4	0.0	28.6		
African American	198	99.0	42.4	51.3	4.2	2.1	14.7		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	180	100.0	30.5	60.3	8.0	1.1	19.5		
Disabled	51	96.1	89.4	6.4	0.0	4.3	4.3		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	231	99.1	43.0	48.9	6.3	1.8	16.3		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	231	99.1	43.0	48.9	6.3	1.8	16.3		
Socio-Economic Status									
Subsidized meals	215	99.1	43.7	48.5	5.8	1.9	16.5		
Full-pay meals	16	100.0	33.3	53.3	13.3	0.0	13.3		

Mathematics – State Performance Objective = 36.7%									
All Students	231	98.7	31.8	57.7	8.6	1.8	18.6		
Gender									
Male	112	98.2	35.6	56.7	6.7	1.0	14.4		
Female	119	99.2	28.4	58.6	10.3	2.6	22.4		
Racial/Ethnic Group									
White	31	100.0	25.0	50.0	25.0	0.0	39.3		
African American	198	98.5	32.6	58.9	6.3	2.1	15.8		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	180	99.4	20.2	67.6	11.0	1.2	22.5		
Disabled	51	96.1	74.5	21.3	0.0	4.3	4.3		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	231	98.7	31.8	57.7	8.6	1.8	18.6		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	231	98.7	31.8	57.7	8.6	1.8	18.6		
Socio-Economic Status									
Subsidized meals	215	98.6	33.2	57.1	8.3	1.5	17.6		
Full-pay meals	16	100.0	13.3	66.7	13.3	6.7	33.3		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	231	98.7	54.5	35.0	7.7	2.7	10.5
Gender							
Male	112	98.2	56.7	31.7	8.7	2.9	11.5
Female	119	99.2	52.6	37.9	6.9	2.6	9.5
Racial/Ethnic Group							
White	31	100.0	57.1	25.0	14.3	3.6	17.9
African American	198	98.5	54.2	36.3	6.8	2.6	9.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	180	99.4	44.5	43.4	9.2	2.9	12.1
Disabled	51	96.1	91.5	4.3	2.1	2.1	4.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	231	98.7	54.5	35.0	7.7	2.7	10.5
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	231	98.7	54.5	35.0	7.7	2.7	10.5
Socio-Economic Status							
Subsidized meals	215	98.6	56.1	34.6	6.8	2.4	9.3
Full-pay meals	16	100.0	33.3	40.0	20.0	6.7	26.7

Social Studies							
All Students	231	98.7	59.1	35.5	4.1	1.4	5.5
Gender							
Male	112	98.2	65.4	27.9	5.8	1.0	6.7
Female	119	99.2	53.4	42.2	2.6	1.7	4.3
Racial/Ethnic Group							
White	31	100.0	53.6	39.3	7.1	0.0	7.1
African American	198	98.5	60.0	34.7	3.7	1.6	5.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	180	99.4	49.1	45.1	5.2	0.6	5.8
Disabled	51	96.1	95.7	0.0	0.0	4.3	4.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	231	98.7	59.1	35.5	4.1	1.4	5.5
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	231	98.7	59.1	35.5	4.1	1.4	5.5
Socio-Economic Status							
Subsidized meals	215	98.6	59.5	35.6	3.4	1.5	4.9
Full-pay meals	16	100.0	53.3	33.3	13.3	0.0	13.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	126	100.0	34.7	55.6	9.7	0.0	9.7
	8	136	100.0	37.8	50.4	10.2	1.6	11.8
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	109	98.2	43.9	49.5	4.7	1.9	6.5
	8	122	100.0	42.1	48.2	7.9	1.8	9.6
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	126	100.0	29.0	41.9	19.4	9.7	29.0
	8	136	100.0	43.3	42.5	9.4	4.7	14.2
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	109	97.2	29.2	60.4	7.5	2.8	10.4
	8	122	100.0	34.2	55.3	9.6	0.9	10.5
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	126	100.0	46.8	44.4	4.8	4.0	8.9
	8	136	100.0	64.6	29.9	4.7	0.8	5.5
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	109	97.2	51.9	31.1	12.3	4.7	17.0
	8	122	100.0	57.0	38.6	3.5	0.9	4.4
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	126	100.0	61.3	33.1	4.8	0.8	5.6
	8	136	100.0	62.2	31.5	5.5	0.8	6.3
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	109	97.2	67.0	27.4	3.8	1.9	5.7
	8	122	100.0	51.8	43.0	4.4	0.9	5.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 448)				
Students enrolled in high school credit courses (grades 7 & 8)	N/R	N/R	8.4%	16.7%
Retention rate	1.8%	Down from 14.5%	3.8%	2.5%
Attendance rate	93.9%	Down from 95.5%	95.5%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	N/A	N/A	0.4%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	N/A	N/A	0.2%	1.0%
Eligible for gifted and talented	5.5%	Up from 4.3%	8.1%	15.6%
On academic plans	68.5%	N/AV	52.0%	39.9%
On academic probation	2.2%	N/AV	0.8%	0.7%
With disabilities other than speech	23.9%	Down from 26.1%	13.8%	12.4%
Older than usual for grade	10.7%	Down from 13.3%	8.1%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Down from 0.7%	1.3%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 39)				
Teachers with advanced degrees	61.5%	Down from 63.9%	53.1%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	10.8%	N/A	14.3%	9.1%
Teachers with emergency or provisional certificates	20.6%	Up from 8.8%	13.1%	5.6%
Teachers returning from previous year	87.7%	Down from 90.4%	77.9%	84.6%
Teacher attendance rate	92.9%	Up from 92.5%	94.5%	94.8%
Average teacher salary	\$40,387	Down 7.2%	\$40,509	\$42,267
Prof. development days/teacher	9.5 days	Up from 8.8 days	11.8 days	11.9 days
School				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	28.7 to 1	Down from 31.0 to 1	19.5 to 1	21.1 to 1
Prime instructional time	85.4%	Down from 86.9%	87.9%	89.0%
Dollars spent per pupil*	\$6,433	Up 4.3%	\$7,074	\$6,243
Percent of expenditures for teacher salaries*	55.3%	Down from 57.0%	55.3%	59.8%
Percent of expenditures for instruction*	61.0%		64.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	61.2%	Up from 58.9%	94.6%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Below Average	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	22.7%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	No

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Hemingway High School, located in the town of Hemingway in the Pee Dee region of South Carolina, serves grades seven through twelve. Our student population in 2005-2006 included 87.3% African-American, 12.1% white, and 0.6% minority.

We continue our commitment to improve student achievement and to provide for our students the best education possible. By working together, students, teachers, parents, administrators, and community members strive to fulfill our mission to prepare all students for success.

Among our accomplishments for the 2005-2006 school year are the following:

- After-school transition program for 7th, 8th, and 9th grade students;
- After-school tutoring program, emphasizing PACT and HSAP skills in E/LA and math;
- Intensive HSAP and PACT reviews immediately preceding the state tests;
- Use of benchmark test data to drive instruction;
- Implementation of a writing/test prep lab for practice of HSAP and PACT skills;
- Continuation of the dual-enrollment program with Williamsburg Technical College;
- Various staff development opportunities, including curriculum mapping, subject-area conferences, and book studies;
- Election of two students to state FBLA offices;
- Runners-up in the "A" state championship in boys' basketball;
- Selection of one student for the North-South Basketball Team;
- Selection of one student for the North Carolina-South Carolina All-Star Basketball Team;
- Selection of one student for the North-South Football Team; and
- Selection of one student for the North-South Volleyball Team.

We are indeed proud of our students for their accomplishments during the past school year. Likewise, we are proud of our faculty and staff for their hard work and dedication to our young people. However, we continue to face challenges in the areas of parental involvement, teacher recruitment, and inconsistent test scores as we pursue our goals to improve student achievement and to provide a quality education for all.

Grady D. Richardson, Jr., Principal
Ethel L. Brown, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	40	117	114
Percent satisfied with learning environment	92.5%	55.7%	70.3%
Percent satisfied with social and physical environment	92.5%	62.1%	56.6%
Percent satisfied with school-home relations	57.9%	77.6%	73.2%

*Only students at the highest middle school grade level at this school and their parents were included.